

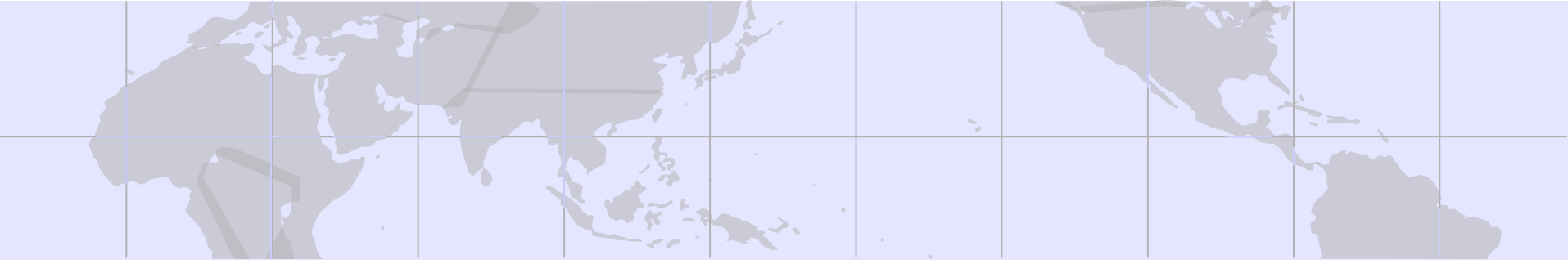
A World Transformed:

Preparing American Students for the Interconnected World of the 21st Century

Washington Learns Steering Committee

May 15, 2006

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Asia Society



- A. Challenge: Our Students Lack Knowledge and Skills Needed In Global Age
- B. Competitor Countries Invest in International Education
- C. New Developments: State and National Initiatives
- D. What Future for International Education in Washington?

A light blue world map with a white grid of latitude and longitude lines serves as the background for the top half of the slide. The word "Challenge" is centered over the map in a large, bold, black font.

Challenge

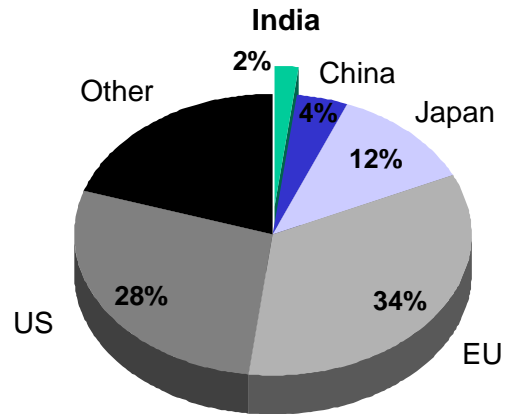
Students today will be:

- Selling to the world
- Buying from the world
- Working for international companies
- Managing employees from other countries and cultures
- Competing with people on the other side of the world for jobs and markets
- Working with people all over the world in joint ventures and global work teams
- Solving global problems such as AIDS, avian flu, environmental problems, and resolving conflicts

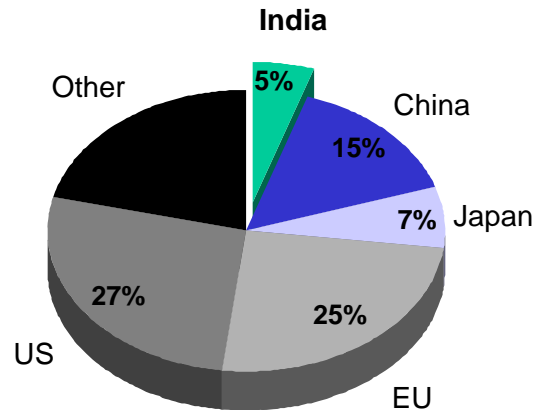
Snapshot: Looking Forward to a Reshaped Global Economy

Percentage of World GDP

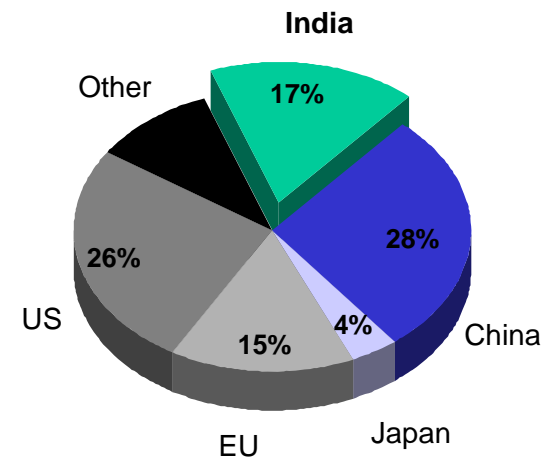
TODAY



2025



2050



Source: Keystone India

“The International Knowledge Gap”: What Students Know Today About the World

- Levels of Student Knowledge are Weak (Asia Society and National Geographic Society)
 - Six in 10 cannot find Iraq on a map of the Middle East
 - 80% did not know that India is the world’s largest democracy
 - More than half significantly over-estimate the population of the United States
 - Nearly three-quarters incorrectly select English as most widely spoken native tongue (it’s Mandarin Chinese)
 - Young Americans next to last in nine country survey of knowledge of current events
- However, Students Are Interested in the World
 - 90% believe it is important to know more about other world languages, people and cultures

A light blue world map with a grid overlay, showing the continents of Africa, Europe, Asia, and Australia. The map is centered on the Atlantic Ocean.

Why is International Knowledge Important?

- Globalization is driving demand for an internationally competent workforce with new skills
- New national and human security challenges
- Increasing diversity in our schools and workplaces
- International education needs to be a two-way street

Why Global Knowledge is Important?

Increased knowledge of Asia and other world regions, cultures and languages is vital to our economic prosperity and national security

- Globalization is driving demand for an internationally competent workforce
 - One in five jobs is tied to international trade
 - Trade with Asia now equals over \$800 billion per year. All states seeking trade connections in China, India
 - Future growth will be in overseas markets

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Why Global Knowledge is Important?

- Access to good jobs will require new skills
 - Future careers in business, government, health care, law enforcement—all sectors will require greater international knowledge and skills
 - Businesses like UPS and Boeing look for a new skill set:
 - Trade literate
 - Sensitive to diverse cultures
 - Conversant in different languages
 - Technology savvy
 - Capable of managing complexity
 - Team oriented and ethical

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Why Global Knowledge is Important?

- New national and human security challenges
 - Terrorism, AIDS, Avian Flu, Environmental concerns all underscore need for global knowledge
 - US State and Defense Departments have issued strong calls to develop higher levels of proficiency in world languages
 - National Security Requires Critical Languages Experts (Arabic, Korean, Farsi etc)

Why Global Knowledge is Important?

- Increasing diversity in our schools and workplaces
 - Increased populations from different parts of the world require a citizenry with increased understanding of other cultures
 - Hispanic population has grown 34% since 1995; projected to grow 73% in the next 20 years
 - Asian and Pacific Islander population has grown 41%; projected to grow 86%
 - In WA, minority population increased from 15.7% in 1990 to 22% in 2003
 - By 2030 it is estimated that 1 in 3 WA residents will be a minority

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Why Global Knowledge is Important?

- International education needs to be a two-way street
 - To address tremendous misinformation about the US among young people in many parts of the world
 - To promote mutual understanding and problem solving

New Developments: Competitor Countries Invest in International Education

- **Languages:** Most European countries start a first foreign language in the elementary grades. China teaches English from 3rd grade. 25% of Australian students learn an Asian languages.
- **Exchanges:** In China, education leaders study education practices in other countries, teachers are encouraged to study abroad, and schools are strongly urged to form sister school partnerships with schools in other countries.
- **Technology:** South Korea, Singapore and Taiwan have developed master plans to put high-speed computers in schools as a means of connecting students to world knowledge.
- **Study Abroad:** Whereas 0.5% of U.S. students studied abroad in 2000, the comparable figures were 3% for France and China, 16% for Ireland and 30% for Singapore.

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New Developments: National Level

- National Coalition on International Studies in the Schools: Co-chaired by former governors Jim Hunt (NC) and John Engler (MI) (2002 →)
- New College Board AP courses in Chinese, Russian, Italian and Japanese Language and Culture (2006-2007)
- Committee for Economic Development Report on Business Needs for International Knowledge and Skills (Feb. 2006)
- STEM Initiatives Stimulated by Business Roundtable
- National Geographic Society: Geographic Literacy Campaign (2006)
- President's Initiative on Critical Languages (Jan. 2006)
- National Governors Association: Meeting on International Education (Feb. 2006)
- CCSSO: Summer Institute on International Education for state commissioners of education (July 2006)
- Sesame Street: "Global Grover" Next step: Sesame Chinese?

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New Developments: State Initiatives

- States Institute on International Education in the Schools: Two dozen states work to improve international competence
- **Governor or Legislative Commission/Task Forces**
- **Statewide “Summits”**: Bring together interested education, business and community leaders
- **New Policies and Programs**: e.g. strengthening curriculum standards, new professional development programs, elementary school language programs, harnessing technology, creating partnerships with schools in China and Mexico, innovation funds to “internationalize” high schools

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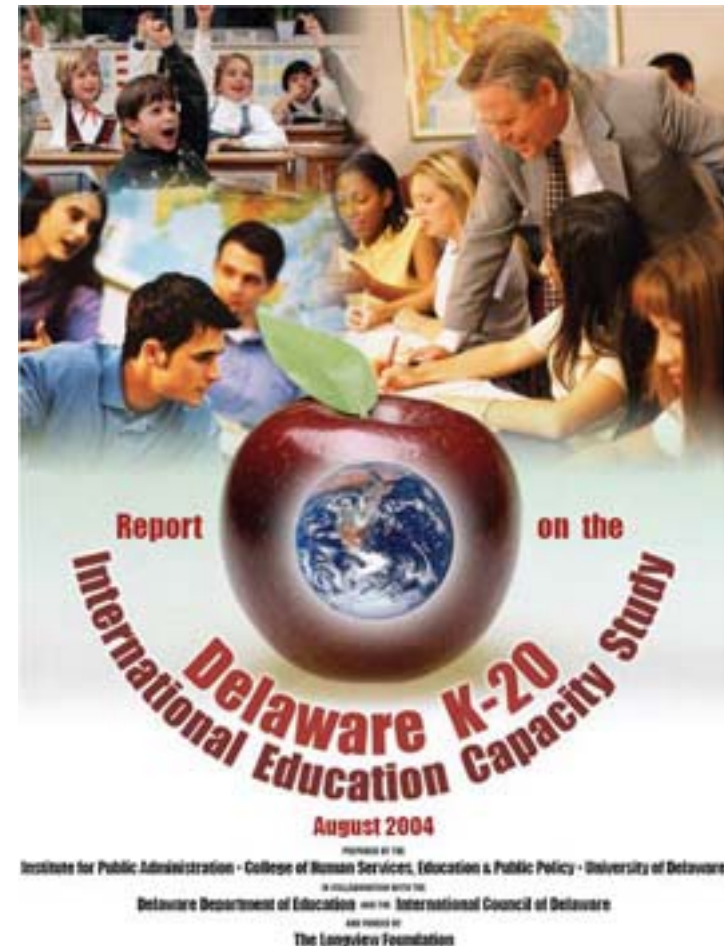
Current State Initiatives

(examples)

- Connecticut
 - Linking over 59 high schools to schools in Shandong Province
 - Partnership with Chinese Ministry of Education to bring visiting Chinese teachers to U.S.
 - State Legislation and Board Resolutions
 - Next Step: High School Reform with International Emphasis
(eg Metropolitan Learning Center)

Current State Initiatives

- Delaware
 - Analysis of state capacity in K-20 international education
 - Professional Development clusters-higher teacher pay incentive
 - Developing statewide curriculum with international content



Current State Initiatives

- Kentucky
 - Statewide virtual international school
 - Legislative resolution

Kentucky International Education Summit Report



May 2004

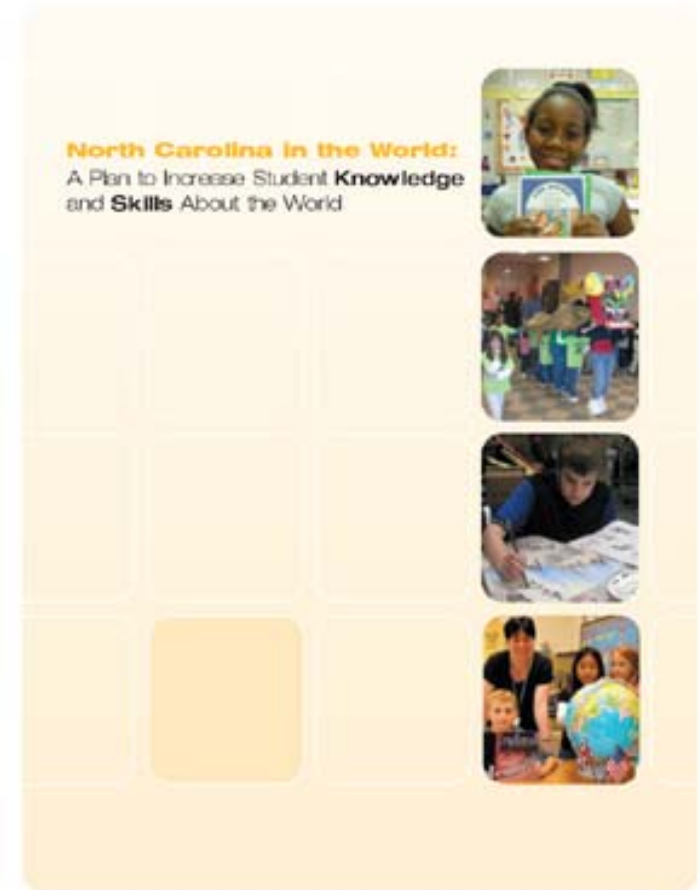
Current State Initiatives

- Massachusetts
 - *Education and the Global Economy*
 - 3 statewide conferences share “best practices”
 - New Global Education Advisory Committee
 - Introduced legislation



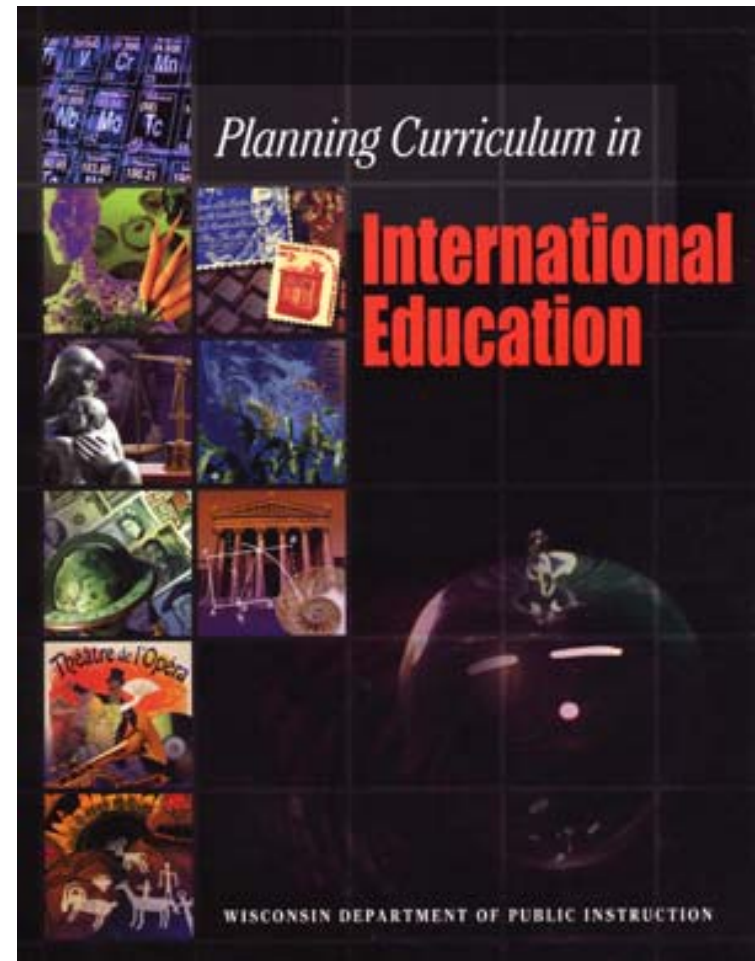
Current State Initiatives

- North Carolina
 - *North Carolina in the World: Report with specific goals and timetable*
 - Legislation passed to appropriate funds
 - Key leader exchanges to China and India with policy reports



Current State Initiatives

- Wisconsin
 - First state to create a professional development initiative to help teachers integrate international content in all major subject areas.
 - Curriculum planning guide published by the State Department of Public Instruction
 - 2002 allocation of \$500,000 for geography education



States Prepare for the Global Age

- New report from Asia Society on international education initiatives in 17 states
- Opening essay by Ted Fiske, former Education Editor, *New York Times*



States Prepare
for the Global Age



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New Developments: School Initiatives

- The Goldman Sachs Foundation Prizes for Excellence in International Education: 500 applications from schools, colleges and universities, media and technology programs
- Goldman Sachs/Asia Society Reports: *Schools for the Global Age: Promising Practices in International Education*
- Gates Foundation/Asia Society Network of International Studies Secondary Schools in New York, California, Texas, Pennsylvania, Colorado, and North Carolina. Expansion to other states in 2008.

What Future for International Education in Washington?

What does it mean to be an educated citizen in the 21st century?

- Mastery of knowledge in core content areas: reading, math, science, history, geography, economics (updated to include international content)
- Ability to communicate in a second language
- Able to work in global and cross-cultural teams
- Tech and trade savvy
- Able to apply knowledge in new contexts
- Interest in lifelong learning

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Washington Advantages

- Ideally positioned to play leading role in world where Pacific Rim countries critical to global economy.
- Geographically close, huge university resources, diverse population, technology edge.
- U.S. subsidiaries of global companies in Washington have consistently supported a significant number of jobs. They now employ 82,800 Washington workers—an increase of 15% over five years.

A light blue world map with a white grid is in the background. The word "Washington" is centered over the map.

Washington

- Existing grassroots movement:
 - Washington State Coalition for International Education
 - Successful P-20 Summits in 2003 & 2004
 - Attracting hundreds of business leaders, legislators and educators
 - International Education Leadership Summit (January 2006) focused on Expanding Chinese Language Capacity
 - Active website and listserv continue to engage large audience after summits

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Washington

- World Language Survey (spring 2004) analyzed languages being taught in state
- Teacher of the Year scholarship to expand international experience (2005 and 2006)
- Model WA international programs to build upon: John Stanford School, OneWorld Now!
- Leadership of iEARN
- What can Washington education system do to leverage these assets and existing initiatives to better prepare students to compete in global economy?

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Next Steps for Washington

- Raise awareness of the urgency of responding to globalization:
 - Washington Learns, Governor, Superintendent
 - Official statement/legislation recognizing the importance of International Education
- Invest in teachers' capacity to implement new curriculum goals through more rigorous training
 - Expand existing professional development initiatives to include global studies across major subjects
 - Encourage higher education/secondary school partnerships
 - Leverage technology investments to connect students/teachers to peers in other countries, establish online learning for educators to promote global competencies

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Next Steps for Washington (cont.)

- Develop a K-16 pipeline in critical languages
 - Use 2004 language survey to identify needs and expand offerings
- Make high schools relevant to the global age
 - Emphasis on International Knowledge and Skills in Standards and Assessments
 - New HS Designs and Grad Requirements, including Languages, International Economics, World History, and Early College Exp.

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Conclusion

- The need for international education has never been greater.
- There is grassroots movement in different parts of the country (and in WA), as well as growing interest at the state and federal level.
- Many opportunities exist for innovation at the local school district and state level.
- Ten Questions for Washington Learns to consider in formulating overall strategic plan

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Resources

Other Resources Available:

- Internationalled.org (includes recap of state and national policies, research reports, best practices, and media clips)
- *A World Class Education* Community Action Kit with George Lucas Educational Foundation
- *Creating a Chinese Language Program in Your School: An Introductory Guide* (AskAsia.org/Chinese)
- *Education in China: Lessons for U.S. Educators*
- Two special editions of *Phi Delta Kappan* on global knowledge
- *Educating Leaders for a Global Society* with Goldman Sachs Foundation